

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Baseline

SPEP™ ID and Time: 92-T01

Agency Name: George Junior Republic
Program Name: Aggression Replacement Training® (ART®)
Service Name: Aggression Replacement Training® (ART®)
Cohort Total: 21 for Amount of Service; 17 for Risk
Timeframe of Selected Cohort: Dec.1, 2016-Sep. 10, 2017
Referral County(s): Allegheny, Bucks, Erie, Fayette, Lehigh, Mercer, Montgomery, Philadelphia, Tioga, Washington, and York
Date(s) of Interview(s): Dec. 14, 2017
Lead County: Mercer
Probation Representative(s): Pam Farkas
EPIS Representative: Lisa Freese

Description of Service:

George Junior Republic (GJR) was established in 1909 as a private, nonprofit residential treatment community for disadvantaged youth by philanthropist William Ruben George. The organization was driven by his dream of creating an environment where youth would receive the guidance, the education and the skills needed to become productive citizens in society. There are three different levels of care and services within the GJR program that are being considered in the SPEP process. The highest (most secure) is the Intensive Supervision Units (ISU). There are currently 3 Intensive Supervision Units. The next lower level of care is the Special Needs (SN) Units. There are currently 18 Special Needs Units. The final level of care being considered is the General Residential (Open Campus) program. There are currently 27 homes in the General Residential program. All levels of care are programs of out-of-home services for dependent and delinquent youth from Pennsylvania and other states across the country. The focus of this report is Aggression Replacement Training® (ART®), which is a multimodal psycho educational intervention designed to alter the behavior of chronically aggressive adolescents and young children. The program incorporates three specific interventions: Skillstreaming, Anger Control Training, and training in Moral Reasoning. Skillstreaming uses modeling, role-playing, performance feedback, and transfer training to teach pro-social skills. In Anger Control Training, participating youth must bring to each session one or more descriptions of recent anger-arousing experiences (hassles), and over the duration of the program they are trained in how to respond to their hassles. Training in Moral Reasoning is designed to enhance youths' sense of fairness and justice regarding the needs and rights of others and to train youth to imagine the perspectives of others when they confront various moral problem situations. ART® consists of a 10-week, 30-hour intervention administered to groups of 8 to 12 juvenile offenders three times weekly. During these 10 weeks, participating youth typically attend three 1-hour sessions per week, one session each of Skillstreaming, Anger Control Training, and training in Moral Reasoning. The program relies on repetitive learning techniques to teach participants to control impulsiveness and anger, resulting in the use of more appropriate behaviors.

The four characteristics of a service found to be the most strongly related to reducing recidivism:

1. SPEP™ Service Type: Cognitive Behavioral Therapy

Based on the meta-analysis, is there a qualifying supplemental service? No

If so, what is the Service Type? There is no qualifying supplemental service

Was the supplemental service provided? N/A **Total Points Possible for this Service Type:** 35

Total Points Received: 35 **Total Points Possible:** 35

2. Quality of Service: Research has shown that programs that deliver service with high quality are more likely to have a positive impact on recidivism reduction. Monitoring of quality is defined by existence of written protocol, staff training, staff supervision, and how drift from service delivery is addressed.

Total Points Received: 10 **Total Points Possible:** 20

3. Amount of Service: Score was derived by calculating the total number of weeks and hours received by each youth in the service. The amount of service is measured by the target amounts of service for the SPEP™ service categorization. Each SPEP™ service type has varying amounts of duration and contact hours. Youth should receive the targeted amounts to have the greatest impact on recidivism reduction.

Points received for Duration or Number of Weeks: 6

Points received for Contact Hours or Number of Hours: 4

Total Points Received: 10 **Total Points Possible:** 20

4. Youth Risk Level: The risk level score is compiled by calculating the total % of youth that score above low risk, and the total % of youth who score above moderate risk to reoffend based on the results of the YLS.

16 youth in the cohort are Moderate, High, Very High YLS Risk Level for a total of 12 points

7 youth in the cohort are High or Very High YLS Risk Level for a total of 13 points

Total Points Received: 25 **Total Points Possible:** 25

Basic SPEP™ Score: 80 total points received out of 100 points. Compares service to any other type of SPEP™ therapeutic service. (e.g. individual counseling compared to cognitive behavioral therapy, social skills training, mentoring, etc.)

Note: Services with scores greater than or equal to 50 show the service is having a positive impact on recidivism reduction.

Program Optimization Percentage: 80% This percentage compares the service to the same service types found in the research. (e.g. individual counseling compared to all other individual counseling services included in the research.)

The SPEP™ and Performance Improvement

The intended use of the SPEP™ is to optimize the effectiveness of reducing recidivism among juvenile offenders. Recommendations for performance improvement are included in the service Feedback Report, and these recommendations are the focus of the Performance Improvement Plan, a shared responsibility of the service provider and the juvenile probation department.

1. ART® facilitators use the packets prepared by the Outpatient Director. All facilitators should also have access to the ETA Training manual during the delivery of ART®.
2. All campus directors should be trained in ART®.
3. Regarding staff supervision:
 - a. Fidelity tools for all three components of ART® should be used consistently. Consideration should be given to assigning one co-facilitator that is not a cottage parent to complete the fidelity forms for each component of ART® except for moral reasoning, which is completed by the facilitator.
 - b. Establish method to ensure that observations occur at a minimum 20% observation of groups by the supervisor (i.e.: campus director).
 - c. Document the monitoring of staff delivering ART® and provide feedback via the fidelity tools.
4. Utilize model-specific pre-test and post-tests upon admission to GJR and at discharge.

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Reassessment 1

SPEP™ ID and Time: 92-T02

Agency Name: George Junior Republic
Program Name: Intensive Supervision Unit; Special Needs Unit; Special Needs Unit-RTF; General Residential
Service Name: Aggression Replacement Training® (ART®)
Cohort Total: 56 for amount of service / 55 for risk level
Timeframe of Selected Cohort: Jul. 01, 2018 - Jun. 30, 2019
Referral County(s): Adams; Allegheny; Berks; Bucks; Butler; Chester; Clarion; Clinton; Dauphin; Delaware; Erie; Jefferson; Lehigh; Lycoming; McKean; Monroe; Montgomery; Washington; Westmoreland; York
Date(s) of Interview(s): Nov. 12, 2019 & Mar. 4, 2020
Lead County: Allegheny County Juvenile Probation
Probation Representative(s): William Shultz
EPIS Representative: Christa Park

Description of Service:

George Junior Republic (GJR) was established in 1909 as a private, nonprofit residential treatment community for disadvantaged youth by philanthropist William Ruben George. The organization was driven by his dream of creating an environment where youth would receive the guidance, education and skills needed to become productive citizens in society. GJR's goal is to "integrate appropriate behaviors into a youth's daily routine in order for the youth to be successfully discharged back into the community setting." GJR provides out-of-home services for dependent and delinquent youth from Pennsylvania and other states across the country. Delinquent and dependent kids are mixed throughout the cottages. Dozens of buildings are on the campus, and each is licensed separately. There are several different levels of care within the GJR residential program: Intensive Supervision Units (ISU); Special Needs Units and Special Needs RTF (SN); General Residential Program; 90 Day; Licensed Drug & Alcohol Treatment Unit; Diagnostic Unit; and Shelter Care.

Aggression Replacement Training® (ART®) is an evidence-based curriculum proven to help juveniles reduce aggressive behavior and develop pro-social and moral reasoning skills. ART® is a multimodal psycho-educational intervention designed to alter the behavior of chronically aggressive adolescents and young children. The program incorporates three specific interventions: Skillstreaming, Anger Control Training, and Moral Reasoning Training.

- Skillstreaming uses modeling, role-playing, performance feedback, and transfer training to teach pro-social skills.
- Anger Control Training requires participating youth to bring one or more descriptions of recent anger-arousing experiences (hassles) to each session. Over the duration of the program, youth are trained in how to respond to their hassles.
- Moral Reasoning Training is designed to enhance youths' sense of fairness and justice regarding the needs and rights of others. It is also designed to train youth to imagine the perspectives of others when they confront various moral problem situations.

ART® consists of a 10-week, 30-hour intervention administered to groups of 8 to 12 youth three times weekly. During these 10 weeks, participating youth typically attend three 1-hour sessions per week, one session each of Skillstreaming, Anger Control Training, and Moral Reasoning Training. The program relies on repetitive learning techniques to teach participants to control impulsiveness and anger, resulting in using more appropriate behaviors. In addition, guided group discussion is used to correct antisocial thinking. Differences exist regarding the targeted duration (i.e., weeks) and contact hours for the delivery of ART® in a residential program versus delivery of ART® in a community-based program.

Youth within the Intensive Supervision Unit; Special Needs Unit; Special Needs Unit-RTF; General Residential programs participate in ART®.

The four characteristics of a service found to be the most strongly related to reducing recidivism:

1. SPEP™ Service Type: Cognitive Behavioral Therapy

Based on the meta-analysis, is there a qualifying supplemental service? No

If so, what is the Service Type? There is no qualifying supplemental service

Was the supplemental service provided? N/A Total Points Possible for this Service Type: 35

Total Points Received: 35 Total Points Possible: 35

2. Quality of Service: Research has shown that programs that deliver service with high quality are more likely to have a positive impact on recidivism reduction. Monitoring of quality is defined by existence of written protocol, staff training, staff supervision, and how drift from service delivery is addressed.

Total Points Received: 10 Total Points Possible: 20

3. Amount of Service: Score was derived by calculating the total number of weeks and hours received by each youth in the service. The amount of service is measured by the target amounts of service for the SPEP™ service categorization. Each SPEP™ service type has varying amounts of duration and contact hours. Youth should receive the targeted amounts to have the greatest impact on recidivism reduction.

Points received for Duration or Number of Weeks: 6

Points received for Contact Hours or Number of Hours: 4

Total Points Received: 10 **Total Points Possible:** 20

4. Youth Risk Level: The risk level score is compiled by calculating the total % of youth that score above low risk, and the total % of youth who score above moderate risk to reoffend based on the results of the YLS.

53 youth in the cohort are Moderate, High, Very High YLS Risk Level for a total of 12 points

18 youth in the cohort are High or Very High YLS Risk Level for a total of 10 points

Total Points Received: 22 **Total Points Possible:** 25

Basic SPEP™ Score: 77 total points received out of 100 points. Compares service to any other type of SPEP™ therapeutic service. (e.g. individual counseling compared to cognitive behavioral therapy, social skills training, mentoring, etc.)

Note: Services with scores greater than or equal to 50 show the service is having a positive impact on recidivism reduction.

Program Optimization Percentage: 77% This percentage compares the service to the same service types found in the research. (e.g. individual counseling compared to all other individual counseling services included in the research.)

The SPEP™ and Performance Improvement

The intended use of the SPEP™ is to optimize the effectiveness of reducing recidivism among juvenile offenders. Recommendations for performance improvement are included in the service Feedback Report, and these recommendations are the focus of the Performance Improvement Plan, a shared responsibility of the service provider and the juvenile probation department.

ART® received a 75 for the Basic Score and a 75% Program Optimization Percentage. These Basic Scores represent a decrease of 5 percentage point(s) from the initial SPEP™ Assessment. These POP Scores represent a decrease of 5 percentage point(s) from the initial SPEP™ Assessment. The service could improve its capacity for recidivism reduction by addressing the following recommendations:

1. Regarding Quality of Service Delivery:

a. Written Protocol:

- i. Enhance current policy to include use of the YLS to determine youth's appropriateness to participate in the service.
- ii. Develop a formal process for review/revision of the "ART® Training Binder" to occur at predetermined timeframes.
- iii. Within the review/revision process, specify group materials should be dated to ensure the most current version is in use.

b. Staff Training:

- i. Within the "ART® Training Binder", outline the specific requirements (e.g., minimum education/experience & specialized training) necessary to facilitate the service.
- ii. Within the "ART® Training Binder", document the frequency of initial/needed booster trainings as well as the procedures for communicating potential training opportunities related to service delivery.

c. Staff Supervision:

- i. Enhance current supervision processes to include scheduled times for direct observation of service delivery to ensure a minimum of 20% of the sessions are directly observed for fidelity monitoring.
- ii. Ensure only the developer's recommended tools are used during direct observation of fidelity monitoring, specifically the Skillstreaming Fidelity Form (Observation Scoring), Anger Control Fidelity Form (Observation Scoring), and Moral Reasoning Fidelity Form (Observation Scoring).
- iii. Consider creating a formal mechanism within the performance evaluation form in which the supervisor could document service-specific feedback.

d. Organizational Response to Drift:

- i. Enhance existing policies by including specific examples of departure from the fidelity/quality of service delivery which are not necessarily driven by employee performance.
- ii. Include an "if-then" approach for corrective action for these specific examples of departure from the fidelity/quality of service delivery which are not necessarily driven by employee performance.
- iii. Enhance current processes to collect data on the quality & fidelity of service delivery (i.e., is the service achieving what it is intended to do?).
- iv. Enhance existing data analysis processes to impact service delivery on an aggregate level.
- v. Design & implement a data collection system to gather SPEP™-specific data (e.g., youth identifiable information including JID and amount of service).

2. Regarding Amount of Service:

- a. Maintain communication with referral JPO to better match research recommendations for the target amount of service and appropriate length of stay for each youth.
- b. Identify & analyze opportunities to adjust service delivery to ensure it meets the developer's guidelines regarding closed group sessions for Anger Control.

3. Regarding Risk Level of Youth Served:

- a. Maintain collaboration with referral JPO to consider the appropriate risk level for each youth.